**Project Details**

<table>
<thead>
<tr>
<th>Title</th>
<th>Status</th>
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<tbody>
<tr>
<td>Faculty Action Research in Active and Collaborative Learning</td>
<td>ACTIVE</td>
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<tr>
<th>Category</th>
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<tr>
<td>5 - Knowledge Management and Resource Stewardship</td>
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<th>Timeline</th>
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<tr>
<td>Planned Project Kickoff 05-27-2014</td>
<td>09-30-2014</td>
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<tr>
<td>Target Completion 09-14-2015</td>
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**1: PROJECT SUMMARY**

**A:** This project will support a faculty learning community in the study, practice, evaluation and dissemination of Active and Collaborative (ACL) instructional methods. The group will engage in action research as a method of assessing and continuously improving instruction. We will evaluate faculty and student experiences with particular scrutiny on the effect of ACL on student learning. We will share our findings with the College with the goal of fostering greater use of ACL and we will recommend how the College support ACL and Action Research through policies, resources and other means. Faculty from academic departments across campus will participate.

**2: PROJECT RATIONALE**

**A:** Research literature suggests a strong correlation between ACL and student outcomes (learning, retention, persistence and graduation). Responses to our CCSSE surveys from 2010 and 2013 show we lag behind cohort schools in the category of Active and Collaborative Learning more than any other benchmark. There is also a growing conversation within higher education about the need to bridge the findings from research on learning with classroom practice. These opportunities lead us to investigate, apply and measure the practice of ACL in the community college setting. This project ties in well with our college goal of Student Success.

**3: PROJECT GOALS AND DELIVERABLES**

**A:** The Learning community has several milestones to meet including individual project presentations, individual project proposals, status updates to the college, target dates for implementation, final reports and final presentations. Timely completion of milestones will be indicators of successful implementation.

Our ultimate outcome measures will depend in part on the research questions faculty pursue. Some indicators we will attempt to measure include:

1. Attitude and performance on the part of both faculty and students
   - Faculty favorability reactions to program
   - Change in faculty perceived knowledge in ACL and underlying learning science
   - Change in faculty perceived confidence in practicing ACL
   - Change in frequency of faculty use of ACL practices
   - Student indicators of engagement
   - Student indicators of self-efficacy

2. Student learning
   - compared to past similar cohorts
   - compared to similar simultaneous cohorts
   - in subsequent courses (if possible)

Likewise, Business Programs project will monitor responses to formal course assessments, student grades and anecdotal feedback from faculty and students. Faculty will be observed and qualitative observations will be documented. End of the semester student surveys will provide insight into student perception of and attitude toward ACL.
INSTITUTIONAL INVOLVEMENT

This project has three assumptions about its influence on organizational processes:

1. Faculty, by testing and experiencing the benefits of ACL, will adopt and integrate these into their teaching;
2. Upon experiencing this success, participating faculty will "evangelize" other faculty so successful innovations will diffuse through all programs;
3. Positive faculty experience with Action Research, and the generation of actionable data, will encourage institutional support for rigorous assessment of instructional methods.

The processes, therefore, we may influence and improve include: course design, professional development curriculum (the group has $1k to spend on a learning event), course assessment, faculty evaluation, faculty recognition, institutional data collection.

PROJECT CONTROL

Progress will be measured by achieving deliverables and evaluating certain outcomes. Our ultimate outcome measures will depend in part on the research questions faculty pursue. Some indicators we will attempt to measure include:

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As with our progress measures, the achievement of intended deliverables will be a strong indicator we have achieved our goals. Improved student learning and engagement is both a goal and a means. We expect to see improved learning outcomes for affected students. Faculty documentation of this success in their final reports and recommendations is what will lead us to our ultimate goals: increased institutional support for Active and Collaborative Learning and action research. That can be manifested in a number of ways that show strategic investment, staffing and incentives to encourage use of these methods to improve student outcomes.

Additionally, this project was as part of the Student Success and Innovation Fund initiative, and as such, formal evaluation will be handled by the ATD Success Council as well.

ANTICIPATED CHALLENGES TO PROJECT SUCCESS

One of the challenges will be to "evangelize" the action research model so that it spreads throughout the college. Ultimately, faculty action research needs to be a collective endeavor, carried out by a large number of faculty in order to help improve methods at fostering Active and Collaborative Learning in the classroom. Another challenge will be the pace of research; given the processes needed to begin the research process, negotiate with our IRB, and then collect/analyze data, the time frame of one year will require careful planning and resource utilization.

ADDITIONAL INFORMATION

This project is essentially a faculty learning community designed at coordinating research aimed at improving levels of active and collaborative learning in the classroom. This project was directly inspired by CSCC's most recent administration of CCSSE, and the
data suggesting we could benefit our students by increasing active and collaborative learning within the classroom.